

THE MEANING OF HOME SCIENCE

By

Dr. (Mrs.) RAJAMMAL P. DEVADAS,

M. A., M. Sc., Ph. D. (Ohio State)

*Chief Home Economist, Ministry of Food and Agriculture
Government of India, New Delhi*



VINASHILINGAM HOME SCIENCE COLLEGE
COIMBATORE

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FOREWORD

IN the olden days education was for the few. The 19th Century saw a new conception of education. It came to be accepted that a certain amount of education was necessary for all the individuals in the state and that state should compulsorily provide it. For a long time, it was thought not necessary for women to go to schools and colleges. But later, even when they were admitted, their particular needs were not considered. Early in the present century, the special duties that women had to perform as the makers of the home and the nation, were recognised and with that recognition came the evolution of a curriculum of studies suited to their needs.

In India more than any other country, education for proper management of the home is important, as a very large percentage of women marry and run the homes, with only a very small number going for careers. But till recently neither the schools nor the universities provided the education they needed. The girls in schools and colleges had to take the same courses as their brothers. The result was that instead of becoming helpful co-partners in living, they were in many cases regarded as costly and unsuitable. They knew Chemistry and Physics, but little about the food they had to prepare and serve; they knew good English, but little about our great cultural traditions; they knew a great deal of Mathematics but knew little to take care of their clothes, they knew History of England and of the world but did not know how to bring up their children. Now it is being increasingly recognised that even for the few women who would like to go to professions, homemaking is an important aspect of their lives. From this point of view, it is essential that they should know those branches of knowledge which will help them in good living. Home Science is an attempt to provide our women with this much needed knowledge.

The Home is the repository of all that we consider best and most conducive to our greatest happiness. A house may provide accommodation but it requires much more than a building to make a HOME. In a home while physical comforts are of great value the feeling of homeliness that results from an atmosphere of affection, understanding and a sense of security is of the utmost importance. People may live in big mansions and yet not have a feeling of home! There may be others who live in lowly hotels, but yet have the joy of home life. In that case what is it that constitutes a home? For children there can be no home without the mother. It is the mother and wife that make the home. By their affection, devotion, thought, consideration and attention, they give solace to other members of the family, when they come home after the day's hard work and labour. This is a spiritual joy which only persons imbued with devotion and love can impart.

To be a good father, it requires a certain giving up of one's own self for the benefit of the children and the family. There are many men who are selfish, who think only of themselves and their comforts and they can never be good fathers. Even so no one can be a good mother or wife unless she is loving, affectionate and thinks in terms of the welfare of the children and the family. Selfishness always demands. The quality of love is to give. The more we love, the less we think of ourselves and of our comforts. It is the glory of the Indian mother and wife that she is prepared to sacrifice even her last bit for the benefit of her children and husband. It is therefore said in the Hindi scriptures that women should be worshipped as symbols of divinity in the home. Every child should look upon the mother and father as the first visible representatives of God-head. If today owing to various factors, this ideology is disappearing and consequently love and peace in the home are deteriorating, it is the duty of Home Scientists to resuscitate this idea and enhance the spiritual values in home life.

All men and women want to be happy. It is to attain this happiness that people earn, study, marry and plan all other pursuits. And so we must pause and think, "What is it that can give man abiding happiness?" While money and material possession are necessary for physical comforts, it is evident that money alone does not constitute happiness. It is unfortunately only too true that the richest people are by no means the happiest. The great masters of the world, Sri Krishna, Buddha, Christ, Mohammed, Ramakrishna and Gandhi have shown that only a life of the spirit, expressing itself in simplicity and abundant affection for all round us, a life of purity and self-abnegation can give lasting joy and fulfilment. Our homes, the mother as the main maker of the home, should be aware of the spiritual values and must be able to inculcate them in the members of the family both by words and by example.

Till the beginning of this century, in many countries, education was not wholly secular, but contained elements of the teaching of religion. But diversity of religious beliefs, and fanatical adherence to them by the parties concerned have caused a great deal of quarrel and even bloodshed, resulted in avoiding teaching religion in the schools, and relegating it to the Home. Therefore, cultivation of spiritual and moral values in the Home is much more important today than ever before.

In understanding religion, it is necessary that we cultivate a breath of outlook and tolerance towards other faiths. Real spiritual life should mean affection towards all men and women, in fact, towards all life. Tolerance and appreciation of other faiths are the essence of spiritual life and should be developed from the very young. Courage and strength, daring in good causes and upholding a life of truth and purity in spite of great difficulties are the fundamentals of religion.

Children cannot be made to appreciate these ideals, merely by teaching them abstract principles, but only through stories. Our great epics, the Ramayana and the Mahabharatha, the lives of the many saints who have lived and contributed towards enriching our cultural life through the centuries and the lives of the great saviours of the world, provide abundant material for inspiring the children. Mothers who want to inspire children with these ideals must learn to appreciate these lives and stories themselves and convey them to their offspring in that natural way which only mothers can do.

Home Science has been only recently introduced in our schools and colleges. It is rather surprising that in our country where almost all the girls marry and run their homes, this was not done earlier. There is also a large amount of prejudice against Home Science because Home Science as taught hitherto, has had a foreign approach. We are an ancient nation with a great culture. While we have certainly much to learn from others, it is also essential that we maintain the integrity of our homes, which have been the repositories of our culture. The Home Science taught in Indian Schools and Colleges, while preserving the scientific background of the west, must have for its background the highest traditions of our own great culture.

We are grateful to Dr. Rajammal Devadas for this book. The various chapters in it have been gathered from the reported talks given by her in two Seminars on Home Science conducted in this College. Dr. Devadas is the Chief Home Economist, Ministry of Food & Agriculture Government of India. Along with the highest academic qualifications from one of the leading American Universities, she has also a rich background of Indian tradition and culture. Her work as Chief Home Economist, in addition to international experience gained in Conferences, has brought her in intimate touch with the various regions in India. Being on the Board of Studies and Examiners in many Universities, she is also in

close touch with the academic world. She has written a guide book for teachers in Home Science for the All India Council of Secondary Education of the Government of India. I must also mention with gratitude that she has been responsible for the planning of this College. Her book will be eminently useful to those interested in Home Science and especially to those who are teaching Home Science.

If this will help in making its readers understand this subject better and help the teachers in their work, we shall consider ourselves amply rewarded.

Sri Ramakrishna Mission }
 Vidyalaya, }
 Coimbatore District, }
 April 17, 1958. }

T. S. AVINASHILINGAM.

WHAT IS HOME SCIENCE

Today, Home Science* or Home Economics as it is called has found an important place in the curriculum in our educational institutions from the Nursery school to the University level. One of the chief recommendations of the Secondary Education Commission was that Home Science must be given a prominent place in schools for girls. Several new colleges have been started during the last five or six years for offering Home Science in higher education. The Ministry of Education, Government of India, have also given Home Science special emphasis in their scheme for Multi-purpose High Schools.

Therefore, much interest in the nature and scope of Home Science, its meaning, its philosophy and its role in education, is being shown. However, due to the lack of adequate knowledge and experience in our country about the functions of Home Science, some misconceptions have also arisen. They are as follows :— What is Home Science except simple cooking and sewing and perhaps some knowledge about bringing up children? Why should there be colleges and schools established for the teaching of these simple facts which our mothers and grand-mothers have been carrying out efficiently without text-books, teachers and colleges? Hasn't the art of home-making been learned by girls through their womanly intuition, common sense and oral transmission of traditional practices? Have not our homes been successful without these institutions?

The following pages are an attempt to eliminate the misunderstandings about Home Science.

* Home Science is known by various names - Home Economics (in the U. S. A. and Canada), Home Science, Household Arts or Science, Domestic Science and Home-craft. In order to avoid the confusion in the nomenclature of Home Science, the Home Science Association of India adopted "Home Science" in 1952.

The home has been the instrument for a country's growth and for promoting its ideals, welfare and progress ever since civilization began. All the highest aspirations in human society have been derived from the foundation of happy homes. In India, the home has been regarded as the temple with the mother as the presiding goddess whom we worship. Man has acquired most of his spiritual qualities such as sacrifice, brother-hood, love, charity, patience and good human relationships, through the home and mother who brought him up. The woman of the home has been the unflickering torch and infallible guide for the members of the family. Savitri, Arundati, Sita, Damayanti and such names have become unique, because of their greatness in home-making. These women were able to accomplish the impossible through their chastity, sense of duty, loyalty and devotion to the home.

Naturally, when the art of home making is so ancient, great and unique in our culture, the necessity for teaching it in the present educational institutions in a scientific way, raises pertinent questions. The answers to them are: We are not living at present in the times and homes of our mothers and grand-mothers. Society has changed a good deal in the modes of living; the impacts and inroads of science have altered the ways of home living. The terrific race for progress has affected home life in several countries. There is even the danger of neglecting some of the spiritual practices like worship, devotion and sacrifice in the home. Moreover, there is a great need today to reorganise our educational systems on the foundation of all that is best in our ancient culture, refreshed by modern scientific findings; we have to help the modern girls and boys to discriminate between the useless traditions and useful principles of the past. We have to reinforce knowledge and educational thought with spiritual power. We have to equip pupils and students with abilities to adjust to changing standards of living, educational systems and psychological trends in social

life. The modern facilities brought by electricity, machinery, transportation, international contacts, new technologies in food production, clothing, and knowledge of new findings about the nature of the mind, theory of economics, - all these have created the imperative need to teach our youngsters how to utilise them. Due to economic necessity and leisure time made available through science, many women are employed in careers outside the home. They need knowledge and abilities for successfully combining home making and career. Our democracy has made it possible for women to take part in politics and in legislature. How are women to meet such challenges and yet not lose the virtues of home making is yet another problem. Therefore, Home Science has become a real need in women's education.

Dr. Ellen H. Richards, Founder of the American Home Economics Association (A.H.E.A.) defined Home Economics as :

“The freedom of the home from the dominance of things and their due subordination to ideals ;

The utilisation of the resources of modern science to improve home life ;

The simplicity in material surroundings which will free the spirit for the more important and permanent interests of the home and society ;

The ideal home life for today unhampered by the traditions of the past ”.

Home Science is education for home living. The home and family are the measuring yardsticks of any nation. They reflect the progress of the country. By catering to the physical, spiritual and emotional needs of the members, the home gives meaning to life, and suitable environment for the growth of children and culture to citizens. It builds character, ensures happiness and influences the individual and community for better living. Citizenship, respect for others, contentment, health, character, efficiency in work, are all obtained

through sound home-living. Since home-living affects the very foundation of an individual's life, Home Science is education for living.

The goal of home making is abundant living and highest happiness. In order to achieve these, it uses the knowledge and applications from various arts and sciences. Through the applications of these, it gives clarity of vision, broadens the mind and brings fulfilment to the members of the family. Therefore, education for home living should be made available to all people at all stages, in all countries - men, women, children, young and old.

Home Science or study of home making deals with the daily activities, such as food, clothing, shelter, finance, health, child care, beautification, community services, etc. It has as its basis fine arts such as music, art expression, culture and religion. In order to understand all aspects of home living, knowledge of basic sciences and art subjects such as physics, chemistry, biology, physiology, economics, sociology, psychology, art and architecture, is essential. On this strong foundation of basic sciences and art subjects, the structure of Home Science with its areas of foods and nutrition, clothing, housing, health, child development and human relationships is built.

Home Science is concerned and interested in effecting improvements in home and family living. It influences the growth and development of family members, through the knowledge of the environment in which they live. It uses scientific methods in solving daily problems. It is concerned with the happenings in the world, and how they affect the family.

Home Science, in addition to giving education for home living, also trains students for careers. The greatest career is of course, home making and bringing up happy families. There are the other careers in the community, such as: teachers, extension workers, social service workers, dietitians

and nursery school teachers. Home Science helps to serve the community in a variety of ways. The National Extension Services, the Community Projects, the Social Welfare Board; the Kasturba Gandhi National Memorial Trust and several other agencies are preparing Gram Sevikas to work in the villages. The main emphasis in their training is Home Science.

In the field of nutrition, national food problems and their effects on food production and national economy; scientific facts about the nature of food, its constituents; foods required for growth and maintenance of body functions; foods required for different stages of growth and age; knowledge about nutritional deficiencies and how to overcome them; how to prepare food to conserve maximum nutritive value and preserve its flavour, taste and appearance; how to make the best use of money on food, the bio-chemical changes that food undergoes in the body; how to preserve surplus food; how to change fads and superstitions and wrong habits about food, are studied. The important relation of adequate diet to good health, sanitary handling and hygiene of food, the psychological effects and pleasures of eating, are important aspects of nutrition.

In studying about clothing, selection, preservation, construction of clothing and its effect on the family income, the chemical nature and behaviour of textiles; the different types of weaves; colour fastness; quality; shrinkage; nature of silk, wool, cotton, linen; and such natural fibres and also the qualities of synthetic fibres, rayon and nylon are included. The different needs of clothing according to age, seasons, colour designs; what science has revealed about textiles; how economy can be secured by making one's own clothes; historical background of clothing as reflecting national character, are all interesting topics. Methods of washing clothes, mending clothes, maintaining and renovating clothes and taking care of clothes form another aspect.

Housing influences the mental and physical health of family members throughout life. It includes basic facts about housing designs ; furnishings which will save money and care ; and how to get maximum work done through minimum equipment. How to build the house for beauty, health, ventilation, ease of movement, functional efficiency ; how to rent houses for maximum satisfaction ; how to make suitable adjustments and modifications in the rented house or purchased house ; are some considerations in this field. Kitchen gardening and landscape gardening are also studied in Housing.

Management is a key to success in home making. Management is making the best use of the available resources, material and human, in order to derive the best values and conserve time, energy, money, space and labour. For achieving this, all the members of the family must work together and contribute towards the efficiency and happiness in the home. The home maker must plan wisely for food, clothing, shelter, health, education and recreation of every member. She must have the ability to evaluate her needs according to priorities, increase her income through sound management and subsidiary occupations, like handicrafts and save for the future. Finding shortcuts in work and labour-saving devices is a great skill.

Health is one of the vital subjects included in Home Science. Only when a healthy mind dwells in a healthy body, there can be perfect harmony and happiness. All that affects health ; hygiene of food, housing and clothing ; bacteria and their role in health and disease ; fighting infectious diseases, and looking after the sick are taught in " Health ".

Children are the future of the nation. They must be brought up in an atmosphere most conducive to their growth and development. We need men and women of tremendous strength and character to meet the challenges of a growing democratic nation. The atmosphere for such growth starts with the home. The foundations for future life are laid in childhood, in fact, in infancy. The mother is responsible for

the success or failure of the child. Childhood experiences set the stage for the future, and democracy is felt, understood and practised in the home. The home maker must know the needs of childhood, the physiological changes that accompany growth, children's clothing, food combinations, health and economic conditions that give satisfaction, recreation and education.

No profession in the world is so diversified as that of a home-maker. She must be to her family and community, a doctor, nurse, psychologist, banker, tailor, cook, nutritionist, caterer, gardener, child's nurse, educationist, economist, recreational worker, home manager, decorator, companion, social worker, wife and a mother. Why should not the home-makers be given every available assistance to prepare them for this tremendous job ?

No individual has ever lived alone. He or she has to live in a society of people, and in order to be happy in their environment, one should develop sound human relationships. To help to achieve sound human relationships, psychology, sociology and other related subjects are included in the curriculum for Home Science.

Home Science thus co-ordinates the scientific and practical findings of to-day and presents them in such a way that they can be used immediately by the home-maker so that she will be in position to give her best to her family and her community.

Besides learning skills and acquiring knowledge, the home-maker has to build integrity of character and presence of mind to meet any emergencies in and out of the home. She has to shape the environment for the members of the family, that they will find love's fulfilment and life's joy in the place called 'Home'. She should make the home a place of devotion, culture and beauty.

“ Home's not merely four squarewalls
Though with pictures hung and gilded
Home is where affection calls
Filled with shrines the heart hath ”.

II

PHILOSOPHY OF HOME SCIENCE EDUCATION

India is a vast country with an ancient and great civilisation. Like any other country in the world, she has to meet the challenge of times. In the course of the centuries man has progressed in many directions. Science and Technology have made great strides and brought within his reach much material wealth, and the pleasures and leisure which accompany it. But it has been found from the beginning that, while development of agriculture and industries and the consequent increase of wealth enhanced physical standards of life, lasting happiness depended upon the life in the *Home*. Man goes out in the open, works hard, and earns a living for himself and his family. But it is the woman in the Home who gives him joy and happiness. Up-bringing of children, inculcation of faith and strength in their minds, looking after the comforts of the husband and relatives, and above all, finding fulfilment in family life, are her special functions.

The philosophy of Home Science Education is the philosophy of the “Home and Family”. It is the philosophy which has helped man to evolve the institution ‘Home’; taught him the virtues of affection, courage, sympathy and nobility; and developed in him sublime love—love for his family, love for his community, love for his country and love for the entire humanity. It is the philosophy which has brought into existence the best in human thought and work. Through this philosophy, ‘Home’ has become the most influential, and the sweetest of all human institutions and organisations in shaping the destiny of man.

A good home is heaven on earth. In many languages the word ‘Home’ is used synonymously with “Family”. “How is everything at Home”? is a question commonly asked to enquire about the welfare of friends. From time immemorial, man has worked incessantly to build up a home in the

particular type he had dreamed and wanted. He has fought wars, shed blood, and sacrificed all his dearest possessions just to protect his home and hearth. He forgets the toil, turmoil, hardships, trouble and tensions of labour and the exhaustions of the day when he enters a happy home.

Home is the world in which the child grows into a man. It is the place where man learns good and bad traits, to work with and respect people, to take care of his family and do his duty to the community. It is home which transmits cultural values to the society.

The concept of Home varies from man to man, country to country, and age to age. For instance, the Indian home is different from the English home, and that of the primitive man from the modern one. Even in the same country the concept of home varies from community to community. The Punjabi home cannot be identified with the Gujerathi home and the Kashmiri home is different from a Bengali home. Nevertheless, there is an astounding unity in the functions of the home in all the countries. As human thought and experience evolved and technological developments advanced, the concept of home has changed, but the continuity of the home and its vital influence on its members have remained unaltered.

The Indian home is the product of its philosophic outlooks. Building and maintaining a sound home in the best cultural and traditional knowledge is the cardinal principle of this philosophy. Consequently it has moral and spiritual bases along with its physical basis. This philosophy, originating in Ashramas has been preached and practised in the homes - Each member of the family was expected to pass through the four stages of life, in which the "Grahastha Ashram" was the crux of home life.

The "Home", in Indian philosophy, is identified with the woman of the house. Home is really another name for woman - the mother and the wife. Womanhood in India has

always been placed in an exalted position, in fact, deified. The feminine aspect of God, known as 'Shakti', is thought to be the energy, behind God Shiva, and the sustaining power of His Shivahood. In the female aspect of God, it is significant to note that it is the 'Mother' who gives up her life in order to bring new life, who gives birth, who rears, who brings up, who nurses, who takes care of and who loves in spite of faults, is worshipped as the goddess. A wife who remains a wife without becoming a mother is not recognised as a worthy ideal.

From the ancient times, the scriptures of the world have pointed out the important place women have in shaping human destiny. They have expounded with surprising unanimity, the qualities essential for a wife and a mother.

“Thirukural” — One of the greatest ethical codes written in Tamil about 2000 years back, which has inspired and given strength to millions of men and women throughout the ages, points out the role of women as :

“If the mistress of the house
possesses the qualities of a
true life-partner, there is
nothing that will be wanting
in that house.....

If the woman of the house does
not have these qualities, possession
of everything else will not be of
much avail.....

She is true life companion, who is
equal to the tasks of the householder's
and who adjusts herself to the husband's
resource.....

It is essential for happiness in family
life, that culturally and economically,
the wife should fall in a line with the
family of her adoption

Of all her qualities her purity, chastity,
and unstinted devotion to her husband are
of the greatest value.....

Such purity is not attained by physical
restrictions placed upon her, but by
her own conscience, sense of purity and
devotion.....

There is no greater blessing or strength
in life than such a wife. Such a man will
walk erect and with strength”.

“ **Vatsyayana** ” — the great teacher, writes of the
manner of living of a virtuous woman :

“ A virtuous woman that hath affection to her husband
shall in all things act according to his wishes as if he were
divine. She shall keep the house well cleansed and arrange
flowers of every kind in the different chambers and surround
the house with a garden and make the floor smooth and
polished..... Above all she shall venerate the shrine of the
household Deities. To the parents of her husband she shall
behave as is meet and proper speaking to them softly in few
words, being always quiet and respectful without self-will or
contradiction. She shall always consider in the kitchen what
her husband likes and dislikes and shall seek to please him.....
If her husband does wrong, she shall not unduly reproach
him, but show him a slight displeasure and rebuke him in
words of fondness and affection ”.

“ **Manu** ” the ancient law-giver said :

“ That country, in which women are respected and
educated will indeed prosper... .. ”

“ The mistress of the household should always be of good
cheer ; be skilful in the discharge of household duties, should
keep the utensils and ornaments clean ; and should practise
economy in spending ”.

“Good wives inspire all virtues (or righteous actions ”)

“**Swami Vivekananda**” said :

“But know for certain that absolutely nothing can be done to improve the state of things, unless there is spread of education first among the women and the masses.....”

“Religion, arts, science, house-keeping, cooking, sewing, hygiene, the simple essential points in these subjects ought to be taught to our women.....”

“.....History and the Puranas, housekeeping and the arts, the duties of home life and principles that make for the development of an ideal character, have to be taught with the help of modern science.....”

“.....And the female students must be trained up in ethical and spiritual life.....”

“.....It is only in the homes of educated and pious mothers that great men are born.....”

“**Mahatma Gandhi**” expressed :

“I believe in the proper education of women. The future of India is with women. Who can make a more effective appeal to the heart than women?.....”

“Woman is the incarnation of ‘ahimsa’. Ahimsa means infinite love, which again means infinite capacity for suffering. Who but woman, the mother of man, shows this capacity in the largest measure? Let her transfer that love to the whole humanity, and she will occupy her proud position by the side of man as his mother, maker, and silent leader”.

— Mahatma Gandhi.

“**The Holy Bible**” describes a good woman thus :

“Who can find a virtuous woman? For her price is far above rubies.....”

“The heart of her husband doth safely trust in her, so that he shall have no need of spoil, she will do him good all the days of her life.....

“She worketh willingly with her hands.....

“She giveth meat to her husband.....

“Her candle goeth not by night.....

“She stretcheth out her hand to the needy.....

“She is not afraid of the snow for her household.....
for all her household are clothed with scarlet (kept warm)

“Strength and honour are her clothing.....

“She openeth her mouth with wisdom; and in her tongue is the law of kindness.....

The importance of women's education has been recognised from ancient times though not always practised. In the modern times, however, the urgent need for educating women is not only recognised, but also paid great attention. Along with the spread of women's education, it is constantly being asked as to what should be the content and pattern of education imparted to women? What knowledge is most needed for women to-day? Is education for home necessary at all?

The home in the historic past has been a different home than it is to-day. The joint family system is fast dying out; family life is ever changing; new levels of living and concepts of society are developing. Servants are becoming few. More women are coming for careers outside the home. Under the fast developing economy and industrialisation the home is being effected in many ways. If women and girls are to meet the demands of modern times, the impacts of expansion of industry and agriculture, of forces against preserving old traditions and values, of changing patterns from rural to

urban populations, we have to give them an education which will cater to these needs. Home science education is an attempt to fulfil this need.

Home Science is the application of many sciences and arts towards achieving better, healthier, and happier homes. It includes knowledge of basic sciences and arts as well as applied sciences, such as nutrition, food, clothing, child-care, home nursing, home management, and human relationships. Purity in personal life, devotion to the husband and the family, and simplicity which have been the glorious attributes of Indian womanhood, are the foundation on which the art of Home Science is built.

III

HOME SCIENCE IN INDIA TODAY

Home-making has long been an art for girls and women in India. The sixty-four arts which a girl had to know in order to make her suitable for marriage and home life indicate that from the ancient times, our fore fathers have emphasized the need for obtaining sound knowledge for efficient home-making. Girls were taught from early childhood the various aspects of home-making - cooking, entertaining guests, looking after children, managing money, decorating the home and saving for the future - by their mothers and older women in the home. Since in those days organised schools did not exist, all this education was through oral transmission, observations and practice.

With the coming of the British rule and the designing of formal patterns of education aimed towards certain purposes, only a privileged class could go to schools. There was little or no place in them for girls. Even the few girls who went to school, had to follow the same curriculum and courses as for boys. Only recently, "Home Science" or "Domestic Science" has been introduced as a subject in girls' schools. Being an optional course, naturally, it is not given a definite or adequate place in the school time-table or examinations in many States.

The need for special courses for women has been recognised by other countries also. During the years 1899—1908, Dr. Ellen H. Richards, a notable chemist in the U. S. A. by profession, an expert in science, called for the famous Lake Placid Conferences, where important women from various walks of life met and discussed the need for a practical education in home-living for girls. Their efforts led to the foundation of the American Home Economics Association. Home Science became a recognised field in education from the nursery stage

to the University level, in research, in adult education and in extension. Home Science occupies a similar place in other countries also - U. K., Europe, Australia and New Zealand.

It is only during the last decade or two, the East Asian countries have started plans for organising Home Science courses in educational institutions. Thailand, Japan, the Philippines, Indonesia, Burma and Ceylon have now colleges and schools offering Home Science.

The All India Women's Conference realised in 1927 the vital need for separate institutions for teaching Home Science. They founded the Lady Irwin College in 1932 in New Delhi. This was the only college, for several years, teaching Home Science in India. Madras was the first University to offer Home Science at the B. Sc. degree level. Today, Home Science has been started in over 16 Universities including four to five teachers' training colleges and in numerous Multipurpose high schools, secondary schools, basic schools, elementary schools and kindergarten schools.

As the institutions offering Home Science expanded in number and strength, the need for an Association through which problems pertaining to Home Science could be discussed, criteria for curriculum and courses set up, research promoted, publications brought out and conferences held, was felt important. A beginning was made through a meeting of Home Science experts and teachers held in Baroda University in 1951, followed by the establishment of the Home Science Association of India in 1952, at their next meeting in the Women's Christian College, Madras. The Home Science Association has now over 200 Active Members, approximately 100 Associate Members and 10 Institutional Members. It has its headquarters in New Delhi. The Association secured through a contract between the Government of India and the University of Tennessee and the TCM assistance of eight experts to help eight Colleges offering Home Science in India.

from 1956 to 1958. Thus from a small beginning in 1932, Home Science today has come to occupy a prominent place in Universities, colleges, schools, research institutions and extension services in India.

Let us now see the status of Home Science in the various stages :

Home Science in Kindergarten : Children in pre-basic schools, nursery schools and kindergarten learn Home Science through activities such as keeping themselves clean, washing hands and utensils, cleaning, serving and eating food, playing together, keeping things in their own places and care of one's own belongings. Organised group practices are the first steps towards their appreciating the art and joy of living together. Various projects in the nursery schools give opportunities for children to express art, music and beauty.

Home Science in Elementary Schools : In the elementary schools, regular courses have been outlined and definite periods of time are allotted in the time-table for teaching Home Science. In some schools, Home Science starts as part of Hygiene and Physiology. Lessons on nutrition, cooking, cleaning and decoration of the home, and budgeting are included.

Home Science in High Schools or Secondary Stage : Departments of Education in many states have provision for Home Science at the secondary level either as an out-of-school or optional subject or as an Examination subject. Madras State was the first one to introduce Home Science as a Bifurcated course in 1948. A study of the courses from the various states show that Home Science is offered for one, two, three or four years of secondary stage. It is some times discouraging to find that those responsible for prescribing the syllabi need to understand more fully the nature, philosophy and functions of Home Science. The Secondary Education Commission appointed by the Government of India have

pointed out, that the present day education does not conform to the objectives of general education, especially, in the case of girls, and that education should be more closely connected with the home and community. Therefore, they have urged that the teaching of Home Science in girls' schools is essential and home-making should become an integral part of educational background for girls.

Following the recommendation of the Secondary Education Commission, the Government of India have included Home Science in Multi-purpose High Schools. In the Draft Syllabus prepared by the All India Secondary Education Council, Home Science finds an important place. It can be taken as one of the optional subjects from the Science, Arts, Fine arts or Humanities groups, or in the place of a whole group of optional subjects.

In Post-Basic Education ample provision has been made for learning Home Science through home-making activities such as preparing food, serving food, calculating nutritive values of foods, preservation of food, keeping the surroundings and homes clean, personal hygiene, application of art and beauty in daily life, management of money and resources, subsidising income through crafts such as: spinning, weaving, paper making etc. and caring for children. Through these the pupils acquire the knowledge and skills essential for successful living.

Girls in the high school stage are most impressionable and ready to accept what is interesting and useful to them. Secondary school is often the terminal stage of a girl's education. During the years of high school, the girl begins to think of her future life and practises the skills necessary for her "would be" home. It is at this time Home Science should appeal to her imagination. But unfortunately due to various reasons, the position is not so. Home Science Departments are poorly equipped and teaching is not of good

calibre. There are only a few well trained and devoted teachers with a practical approach to Home Science, and not enough institutions cater to the growing needs of Home Science. Very little time is devoted to the teaching of Home Science in many Secondary Schools. Because of these reasons, the Home Science lessons are often confined to abstract lectures and even the few practicals are not related to actual living conditions in the home. The only purpose to be achieved by these lessons and practicals seems to be the passing of an examination. Added to these is the unfortunate attitude of the high school girls towards Home Science, that it is inferior and suitable only for the less intelligent. Mathematics or other Sciences on the other hand are more dignified and will make them "eligible" to college admission. All these factors have been responsible for the lack of interest in Home Science in secondary schools.

If education is preparation for life, Home Science, because of its intimate relationship and concern for individual and community life, has a tremendous scope in General Education. Greater efforts should be made to make it available to all girls.

Home Science in Colleges and Universities : Several colleges offer Home Science either at the Intermediate level or at the B. A., B. Sc. level. There is no uniform curriculum for Home Science in college programmes. Home Science in many institutions is one of the optional subjects at the Intermediate or Degree level. The Lady Irwin College of Delhi University, the Faculty of Home Science in Baroda University, the Institute of Home Science of Mysore University, the Viharilal Institute of Calcutta University, the Home Science College in Jubbulpore of Saugar University, and the Shri Avinashilingam Home Science College of Madras University are some of the institutions devoted entirely to Home Science. In these colleges a full three or four year curriculum with basic sciences, humanities, fine arts and Home Science subjects is offered.

Only recently, the Madras and Baroda Universities instituted Post-graduate courses in Home Science leading to a Master's degree.

Home Science in Teachers' Colleges: About five colleges offer Home Science for the Bachelor's degree in Education including the two in Madras - St. Christopher's and the Lady Willingdon College. However, even in these colleges graduates who had taken subjects other than Home Science for the basic degree can take Home Science for B. T. The result is, that during the one year meant for teacher education a considerable amount of time is spent in acquiring the required subject-matter background. It is hoped that this anomalous situation will be remedied immediately, since greater number of Home Science graduates are now available. Preparation for teaching Home Science should emphasise the need for correlating the requirements of home conditions to the teaching and learning in school.

Home Science in Extension Services: The need for extending the knowledge from educational institutions and research laboratories to the homes and farms of the community has been recognised in many countries. The launching of the Community Projects and National Extension Services in India revealed that any attempt toward improvement in community living has to take the women of the home along with it. For this purpose a large number of trained women-workers (Gramsevikas) are required. The Ministry of Food and Agriculture, Government of India, through its Directorate of Extension Training, established in 1954 twenty seven Home Science wings all over India as integral parts of Agricultural Extension Training Centres for training Gramsevikas. In each of these wings, 20 Gramsevikas undergo a one-year training programme. The Gramsevikas after completing the training and acquiring skills in Home Science extension techniques, will live in villages and work with rural women in order to effect desirable changes in home practices,

food habits, sanitation and standards of living. They will study the needs, and strengthen the weaknesses of the rural homes, and give directives to the laboratories regarding the type of research required to meet those demands.

Long before the Government of India took up the task of training Gramasevikas, the Kasturba National Memorial Trust started preparing Gramsevikas for Social work. The Social Welfare Board is now assisted by the Kasturba Trust in training Gramasevikas, for their Welfare Extension Projects. Besides these, some other agencies are also imparting knowledge for home-making in some aspects to various communities.

Home Science Today and Tomorrow: It is an encouraging sign that Home Science has made tremendous progress during the last ten years in India. Since it meets an important need in education, there is a great demand for Home Science teachers. We are not able to cope with the fast expansion of Home Science. There are various problems and shortcomings that have to be overcome in order to enable Home Science to fulfil its role. We have to first evolve a philosophy for Home Science based on India's great culture, heritage and genius. This philosophy should indicate that the ultimate goal of Home Science is "abundant and simple" living aimed towards high thinking, robust health and freedom for fullest spiritual expression. On the basis of the philosophy evolved, suitable curricula and courses should be developed in educational institutions. Production of literature, equipment, teaching aids and other facilities should be promoted for the effective teaching of the curricula.

Practical and applied research in Home Science is the crying need of the day. Investigation on the most suitable methods of cooking and preservation of food; clothing, housing, child care, cottage industries, etc., are greatly needed. How to live happily within one's means and strive to increase

the amenities of life, how to conserve food values and decrease malnutrition, how to appreciate and express art without increasing the cost and how to adjust to the modern conditions in a fast changing world without losing the best in our ancient culture, are a few examples among the numerous problems to be studied.

Today the Indian woman enjoys many privileges and opportunities which have increased the need for getting the right type of education which will strengthen her position as mother, bearer of culture, citizen and home-maker. The modern scientific advances and inroads have created many changes in family life. Village communities are undergoing great transformations. Greater facilities for education, health, communication and recreation call for certain adjustments in home living. Home Science education should attempt to meet these needs.

IV

HOME SCIENCE IN SCHOOLS - EDUCATION FOR LIVING

The home is the universally accepted fundamental unit in society. The making of home is an art and a science. Education for home-making makes a major contribution to preparation for family living. It helps in creative development, growth of desirable attitudes and inculcation of high ideals among the pupils.

The major purposes of Home Science education are two. Both are important and can be achieved simultaneously through well-planned learning experiences. Planning implies working with pupils to clarify goals and selecting activities for their realisation. The first purpose is that Home Science helps the pupils to develop as a person, member of the family and citizen. Since all interest starts with personal development, activities in Home Science, should be so designed as to aid pupils in adjusting to family and social objectives, rather than perfection of skills and techniques. The second purpose of Home Science education is to contribute to the attainment of the goals of general education, which besides being concerned with personal and social development, involve creative ability, making decisions and solving problems, learning to cooperate developing good judgement, achieving happy human relationships and personality improvement. Home Science, because of its concern for daily living and personalising instruction helps considerably in realising this aspect of education through the home-like atmosphere in the Home Science class room and the practical experiences.

Home Science can fulfil its role in education only when properly trained teachers with insight to discover pupils' needs and abilities to organise activities which will offer opportunities to fulfil their needs and practise home making skills, and home making classrooms or centres, equipped to serve as model homes and provide a home-like setting for a variety of social

experiences for different types of families, are available. Implementing the recommendations of the Secondary Education Commission, the Ministry of Education, Government of India have included Home Science in Multi-purpose Schools. Suitable curricula for offering Home Science both as general and elective subjects have been framed. Space and equipment requirements have been worked out. Provisions have also been made for introducing the subject in a large number of schools in the country. The greatest obstacle against furthering this programme seems to be the dearth of teachers.

The success of any Home Science programme depends largely on the Home Science teacher. She has the important responsibility of recognising the needs of the pupils and the community, introducing new ideas, adopting the best in the past culture, customs and traditions, encouraging co-operative participation, inspiring faith in the objectives and fostering desirable social practices. She should appreciate the importance of the home and express it through realistic teaching. She must help the pupils to see and acknowledge situations as they exist, and effect the desired changes. She should guide them towards worthy contributions to family life and citizenship.

Home Science in Childhood: Early training is desirable so that young children can develop an appreciation for their part in home life through sharing responsibilities appropriate to their age. The needs of young children may be met by including the following experiences in the lower classes :

- (i) Nutrition—learning to eat foods that meet nutritional needs is participation whenever possible in cleaning food, preparing food for cooking, serving food etc.
- (ii) Sharing in household activities such as : gardening, washing utensils, rolling beds, care of one's own belongings etc.
- (iii) Developing health habits - sleep, rest, exercise, food etc.

These projects will give opportunities for children to learn home making activities. Illustrative materials, facilities in the Home Science room, participation in specially organised activities such as cleaning and beautifying a room and field trips will make the experiences lively and interesting.

Home Science in Elementary and High Schools : In the elementary and high schools, regular courses in Home Science can be offered in the time table. While designing the courses, the typical concerns of the individual pupil must be borne in mind.

It must be remembered that children are anxious to :

- (1) Develop and maintain good health habits
- (2) Increase knowledge of people in the family and outside world.
- (3) Develop feelings of emotional security.
- (4) Find suitable friends.
- (5) Learn skills.
- (6) Develop free expression in art, music, literature poetry, etc. ; and
- (7) Increase ability in solving problems.

During adolescence (High School Stage), the needs and characteristics of girls, as part of their “growing up” should be considered, particularly the following :

- (1) Rapid physical growth causing awkwardness, restlessness, etc.
- (2) Interest in opposite sex.
- (3) Appearance - to be like others and yet individualistic.
- (4) Need to belong to the same age group (peers)
- (5) Desire for independence - need adult guidance, yet want to make own decisions.
- (6) Desire to look unique.
- (7) Interest in a variety of creative experiences.

The needs and interests of children of different age groups can be met by providing meaningful activities in the various phases of Home Science, such as :

- (i) Living with and caring for small children ; making toys, singing songs for children and playing with children.
- (ii) Helping in clothing - selecting clothes, caring for clothes and learning to stitch.
- (iii) Looking one's best, personal cleanliness, good grooming and posture.
- (iv) Selecting and preparing food for health, learning to eat nutritive food, helping in food preparation etc.
- (v) Helping at home - cleaning rooms, arranging articles, shopping, making correct use of money, etc.
- (vi) Living happily with family and friends, making and keeping friends - entertaining guests etc.

The six areas of Home Science mentioned above can be planned to give a comprehensive programme to meet the special requirements of the individual adolescent, and also help in her development.

Outcomes : Through the activities organised in the Home Science Units, pupils learn to solve their problems. The results will lead them to be interested in continuing their study of Home Science. The experiences provided will help pupils to realise that satisfying family life is basic to sound community and national life, and that study of Home Science can help them to understand themselves and to perform their duties as daughters, sisters, wives, mothers and citizens.

To find out whether the Home Science programme is effective, the following questions may be asked :—

- (i) Do the pupils show a greater understanding, interest and appreciation of the home as basic to their happiness ?

- (ii) Do they show improvement in working co-operatively in home, school and community activities ?
- (iii) Can the pupils make adjustments in their own age group and their families ?
- (iv) Do they maintain their physical health and appearances ?
- (v) Are they assuming responsibilities for home tasks ?
- (vi) Have they developed specific skills which will help them to perform effectively home responsibilities ?
- (vii) Do they enjoy small children ?
- (viii) Can they work with children wisely ?
- (ix) Can they spend their money and time properly ?

Answers to the above questions will justify the teaching of Home Science. Evidence of progress should be sought in relation to individual pupils. The rate and extent of growth will vary according to the ability of the pupil, the goals, the situation at school and the environment in the home. A wide variety of means should be used to determine changes in pupil behaviour.

THE SCOPE OF HOME SCIENCE IN SECONDARY EDUCATION

The goal of Home Science education in high schools is to help each pupil lead a satisfying personal, family and community life. It means, that through the study of Home Science, pupils should get knowledge, skills, understandings, and appreciation of cultural and spiritual values, which will enable them to live joyfully and effectively in their families and in their "would be" homes after marriage.

In Home Science classes in the high school, pupils learn to use their intelligence and ability to enrich their own lives and the lives of others in the family, community, nation and world. They develop qualities needed for responsible citizenship. The coordination and correlation of learnings in science, humanities, fine arts, social sciences and Home Science assist them in finding solutions to home and family problems.

Home making education in the secondary school attempts to provide pupils, guidance and opportunities to grow in social graces, managerial abilities, and competence in home making skills. Planned units and sequences help pupils to assume the management of a home and a family, guide them in personal and family relations, and become if, necessary, wage earners in activities related to the home.

What should be taught in Home Science classes to help pupils develop their personalities and prepare them for their future homes? A good Home Science programme should be built around their needs and interests. The major phases of Home Science are (1) Foods, Nutrition and Cookery; (2) Housing and Home Management; (3) Textiles, Clothing and Laundry; (4) Health, First Aid and Home Nursing; (5) Child Development and Mother Craft, and (6) Human Relationships.

(i) **Foods, Nutrition and Cookery :** The main purpose in teaching this area is, for pupils to recognise that nutrition is important for healthy living and that health is essential to success and happiness. The section on Foods and Nutrition includes suggestions for experiences that will help pupils to select, prepare and combine foods in nourishing meals. Through practical activities in the foods class pupils are taught items such as : the daily food needs of family members, the cost involved in fulfilling them through the available foods in the locality ; planning, purchasing, preparing meals, storing and preserving food ; entertaining friends ; hospitality through food ; and feeding children, the old and sick persons. Arrangement of the different types of equipment and chullahs (fireplaces) in the kitchen ; colourful combinations of foods ; cooking and serving meals attractively ; and such activities arouse pupils' interest in procuring better diets for themselves and their families. Cookery classes are popular in high schools because through them, pupils become aware of the relationships between food, health and personal appearance. They have opportunities to express creatively their talents and appreciate the aesthetic and psychological factors in food.

(ii) **Housing and Home Management :** The major objective of teaching this area is to develop in pupils an appreciation of management in the economical use of time, energy, money, and other material goods, as well as, the human resources to derive maximum joy in home life. Pupils study space, time, effort and finances available for meeting the demands of family life. *Good management is getting what one wants, with what one has.* It is concerned with all aspects of family life—setting up goals, managing food and time ; spending money wisely ; planning activities to save energy and labour ; catering to the needs of every member of the family ; cleaning, clothing ; decorating etc. Girls get practical experience in learning to care for the house, to select and use utensils, to choose furnishings, to arrange furniture, to decorate the home, to maintain accounts, to budget time and money and to save for the future.

Economical work habits, distribution of work among family members, use of labour saving devices and modern equipment, care of family possessions, adjusting to income and making wise choices are stressed.

(iii) **Textiles, Clothing and Laundry :** The aim of this area is to help pupils recognise the aesthetic, hygienic and economic values of clothing as an asset to personality. The clothing needs of the family, the money to be spent in meeting those needs, knowledge of fabrics from the standpoint of cost and durability, methods of washing clothes, nature of textile fibres, sewing equipment, making garments, washing clothes, caring for clothing (alteration, repair and storage) and such experiences are included to give an understanding to pupils about textiles, clothing and laundry.

(iv) **Health, First Aid and Home Nursing :** The purpose of teaching this area is to develop an appreciation that maintenance of good health is the key to happiness, and the duty of every educated person. In Home Science classes, girls have opportunities and experiences, to practise the principles of mental health and physical health and improve their health habits. They study how diseases are spread and how a healthy environment prevents diseases, taking care of the sick in the home, feeding the sick, prevention of illness, safeguards to health, bacteriology hygiene, physiology, community health, home sanitation, personal grooming, and first aid measures which are necessary for every home maker.

(v) **Child Development and Mother Craft :** Through observations on child development and mother craft, the inherent interest of adolescent pupils in children receives fulfilment. This area develops an eagerness in pupils to take care of, and to love children. Pupils learn to do things with and for children. They plan activities and experiences for them. They learn to select and tell stories in the nursery or pre-basic schools. They make toys for their younger brothers and

sisters. Information on feeding, clothing, and entertaining children are included in this area. Through these experiences, pupils understand the stages of child growth and development.

(vi) **Human Relationships:** The area of human relationships in Home Science is important because it deals with getting along with people. Good relationships between the members of the family, classmates and friends are essential for healthy growth. Through active participation in family celebrations, festivals and other important days, good human relationships are fostered. Individual and group recreation, leisure time activities, civic and social responsibilities are included in this area. Democratic procedures adopted in Home Science classes result in greater respect for human personality and appreciation for the worth of each individual.

Throughout the programme, spiritual and moral values should be emphasised. A deep respect for moral standards, (individual and collective) should be developed. The place of religion in the home, ethical standards, sportsmanship, understanding oneself and others, developing loyalties and tolerance, importance of devotion, honesty, gratitude, trustworthiness, dependability and integrity as essential to successful home and family living must be stressed.

All aspects of Home Science are closely inter-related with each other and with pupils' homes and family problems. For example, providing adequate nutrition to the child is not just a problem of food, but also involves money management, human relationships, health, child development and ethics. In the same way, all family problems are related to many areas of Home Science.

Home Science education aims at contributing to the growth and development of the pupil. The progress a pupil makes toward desired goals will be reflected by her :

1. Ability to make decision on the basis of clear thinking and judgement :

- (a) Can she think through her problems ?
- (b) Can she make decisions after seeing all sides of a problem ?
- (c) Is she self reliant ?
- (d) Can she work independently in the practical classes ?
etc. etc.

2. Ability and willingness to share responsibilities :

- (a) Does she assume responsibilities willingly in the class, home and community ?
- (b) Does she take care of school and family possessions ?
- (c) Does she carry through the work entrusted to her ?
etc., etc.

3. Maintenance of physical and mental health :

- (a) Is she practising good health habits ?
- (b) Are her nails, hair and clothing clean ?
- (c) Has she improved the nutritional status of her family through home gardening ?
- (d) Does she absent herself from classes frequently due to illness ? etc., etc.

4. Appreciation of values in family relationships and community living :

- (a) Are her attitudes towards class mates, relatives and others pleasant ?
- (b) Does she like caring for children ?
- (c) Can she enjoy social and group activities and participate whole heartedly in them ?
- (d) Does she make others feel at home in her company ?
etc., etc.

5. Desire to work creatively :

- (a) Does she make her own clothes ?
- (b) Does she appreciate and express beauty in her room, clothes and surroundings ?
- (c) Has she any hobbies ?
etc., etc.

6. Cultivation of the skills necessary for home making and earning a living :

- (a) Does she respect dignity of labour ?
- (b) Has she acquired skills and abilities necessary for earning a living :
- (c) Has she the desire to assist in the management of her home ?
- (d) Has she developed abilities to help in the home ?
etc., etc.

VI

MAKING HOME OUT OF HOUSE

The house, as we understand is the four walled building, of different sizes and dimensions, with all types of facilities for the physical comforts of housing the people. It caters to the fulfilment of the material functions of the household in varying degrees. Being a concrete structure, it can be estimated in terms of money, construction articles and labour. On the other hand, "The Home" is the "House" plus all the human factors, their ideals, values, aspirations, appreciations, experiences and interactions. The home is a combination of the human and housing factors. It is synonymous with the family. To think of a home is to think of something, very dear and intimate to us. Home means, the people we live with and the atmosphere in which we share our experiences with them.

The home has a unique place in an individual's life. It is where we are brought into the glorious span of life as infants. It is where we receive the human touch and its warmth. It is the place where we learn to love each other, respect each other, and share our thoughts and possessions. The home is the arena for a wide range of mental, and spiritual reactions. In its folds, mind collides with mind and exchange of ideas takes place. It is the one place in the world where you can be "at home" without formalities.

All of us have homes, whether children, adults, married, unmarried persons or aged people. From the time we are born and until the time of our departure from this earth, we have to live in a home. The home is a very integral part of our existence and plays a vital role in shaping our destinies. Through the loyalties built up in our homes, traditions and customs are developed and guarded zealously as our heritage.

The outstanding features of our homes are the intense domestic affections, cultural heritage and the spirit of hospitality. The Indian home fulfils many functions besides serving its members. It is the guest house, shelter for the poor and centre of philanthropic interests. All the schemes of life are attuned to a religious key through the home. Art and Religion influence every sphere of activity in the Indian home.

Individual homes make up a community and they reflect the modes, standards and ideals of the society. The home, being the nucleus of society, is the place where co-operative effort and mutual responsibilities have their free play, for the ultimate health and happiness of the entire society. The home is the potent tool through which society can achieve its ideals and purposes. It is the medium through which a community can accomplish its functions. The home is a significant factor in setting the pattern for democratic living.

The home has had a dominant influence over all the great men of the world. Shri Ramakrishna, Mahatma Gandhi of our own country, and great leaders like Napoleon, and scientists like Einstein have all expressed their indebtedness to their homes. The proper bringing up of children and developing them into good citizens depend greatly on the homes. The home is the chief agency for educational reconstruction, especially in a country like India where the masses are illiterate. Through its sobering and purifying effects, the home provides a serene atmosphere for the child and the adult. From such an atmosphere, the cultural and emotional development of children ripen, flowering into heroism and service. The best ethical and spiritual values are imbibed from the home because it influences the formation and growth of attitudes.

Who will make a Home out of the House ? What are the methods for the transformation of the house into a home ? It is the responsibility of the man and woman of the house,

and all the other members of the household to make a House blossom into a Home. Women have been held responsible for "making or marring" homes. From time immemorial, woman has been the central figure in the home. The men are always busy getting a living, while the supreme ideal of the woman is to tend the children, manage the household, look after the kitchen, feed the members and the poor, entertain guests and see to the well being of all the members under her care. In India, her place in the home has been idealised and Mahatma Gandhi has described her as the custodian of all that is noble and pure and the very embodiment of sacrifice and service. 'Gods forsake the hearth where women are not respected' and 'Heaven is at the feet of the mother' are well known sayings, glorifying the status of the woman in the home.

Therefore much depends on the abilities and knowledge of the woman of the home for deriving the maximum satisfaction from the home, of which she is the queen. Such abilities and knowledge are obtained from the study of Home Science, which is *the Art and Science of Making a Home.*

Various factors are necessary for making a home out of the house. Housing, health, education, management, personality development and human relationships, standard of living, affection, security and guidance are all important in building a happy home. Experiences in community living are essential in the nurture of the home.

Housing: Good housing is the right of all persons in every land. The house is the expression of the life of the family. Housing influences maintenance and preservation of health. Vital statistics from the U. S. A., Great Britain and other countries show that better housing had resulted in lower infant mortality and death rates. The kind of houses people live in determines their health, character and personality. Since the house is the basis on which a home and family can be built upon, it is important that it is given utmost attention.

The house should give the parents and children a clean and healthy place for living. It should help to make life in the home enjoyable. Good housing with proper recreational facilities prevent juvenile delinquencies. On the otherhand bad housing will result in ill health, excessive mortality, vices, and lack of educational refinement.

Health: Adequate food, shelter and clothing protect and promote health. Good health habits are formed through proper teaching of "regular life" and nutrition. Only a sound body can house a sound mind. Clothing is an expression of personality. Therefore it should receive ample attention in the field of health.

Education: The home is the greatest school for children and adults for learning "how to live". The parents give guidance to the children and set an example for them to be followed. The home is the natural setting for teaching an appreciation for moral and spiritual values. Unless these values are learned early in life in the affectionate environment of the home, the individual will be always incomplete. The parents offer education in basic values which become lasting investment to the child and help him in times of need. The home is also an educating agency for the community.

Personality Development and Human Relationships: In the home, sound personalities are developed through relationships, by association and integration between people and between God and man. Enrichment of personality comes from the constant enlargement of one's interest in his fellow men and devotion to God. That enrichment is supreme in the home through the interactions between the parents, brothers, sisters, relatives and friends. Spiritual unfolding in terms of discovery and learning takes place and the great issues of life become meaningful. Through the proper development of personality, life becomes abundant in terms of its goals

and achievements. As the 'self' becomes related to the 'other selves', personality grows in pureness and richness of contentments.

Just like in a steam engine where the steam is controlled for orderly and harmonious movement, the personality reaches fulfilment through self-control. Denial of personality to children, women, servants or any other persons, will kill initiative and result in warped characters.

The home is made stable through the co-operative work of all the members. Each member should be trained to do his part willingly and constructively. Work is honourable because it develops the spirit of service, character and self respect. All the members of the home must share all the work. No work is small, and at the same time work should not become an obsession. Work and leisure should be balanced in order to achieve harmony and joy.

The abilities to think, meditate and pray and the desire to be hospitable and helpful should be cultivated from childhood. Children should know the wise use of time and the relative values of their activities. The home should also train its members for community service, since the ideal community is a composite family, where common interests are pooled and diverse interests harmonised.

Management and Standard of Living: One of the most important tools for making a home out of a house is Management. Management means planning, directing, guiding, coordinating the use of the human and material resources of the family for the purposes of getting the maximum satisfaction. The human resources are the abilities, attitudes, knowledge and energy. The material resources are time, money and community facilities. In the family's economy, there are three types of income namely - money income, real income and psychic income. Of these, money income is the purchasing power in rupees, annas and pies. It comes to the

family in the form wages, salary, insurances, interest nets, pensions or royalties. Money income is converted into goods and services required for daily living, and also diverted into savings for the future. Real income is the money income plus the services available to the home by its members. Psychic income is the satisfaction that arises out of our every day experiences.

There are various methods of increasing the satisfactions and saving in the family. Buying wisely at the appropriate seasons and times, spending carefully, and conserving tactfully help in stretching the income for the family use.

The home should maintain a good standard of living. Wealth must be produced and conserved through proper management of all the resources - material, physical, mental and spiritual. Income should be properly distributed according to the priorities of wants. Through careful selection, wise planning, thoughtful execution and prophetic vision, the home maker should derive the maximum benefit out of minimum resources. Every member of the household should know the role of the budget. Plans must be made for the entire household and carried out scrupulously. Saving for the future should have a prominent place in the budget.

Spiritual Qualities : In order to be happy, the members of the household need affection and security. All the best spiritual values for promoting the highest intellectual, social and emotional development must radiate from the home. Satisfactions of the physical needs of shelter, food and clothing will become futile if they are not given along with the spiritual needs for affection and appreciation. Love cannot be purchased with money and the affectionate hand of the mother can never be substituted.

Thus the home is composed of many factors. Great learnings and skills are required to make a "home" out of a "house" from the complexity of factors mentioned above. The progress of our country depends on the stability of such homes.

VII

HOME SCIENCE EXTENSION

Meaning of Extension : Extension work is out of school education designed to help people meet their needs. It is not the usual type of formal teaching inside the class room, but teaching under practical living situations involving the dynamic processes on the farms and in the homes. It is teaching not so much out of books or through lectures, but by observations and actual doing. The problems of the people with whom the extension personnel work, become the subject matter of extension teaching.

The fundamental aim of extension work is to effect the all-round development of people. Its purpose is that families must grow in understanding, knowledge and ability to develop and use the available material and human resources - land, water, people and such towards better living and improved communities. The FAO of the United Nations defined Agricultural Extension as "concerned with education aimed at assisting rural people to bring about continuing improvement in their physical, economical and social well-being, through individual and co-operative effort".* Extension makes available to rural people scientific information, and training and guidance in the application of that information in the solution of every day problems in the homes and farms.

Extension work in rural areas influences all aspects of rural life including agricultural production and processing; soil and food conservation, and agricultural marketing. It is also concerned with home living - Home Science (Home Economics) i. e. family nutrition, housing, clothing, health, child development, community living and training youth.

* ECOSOC, E-2572 of 26-10-53, 15th Report of the Administrative Committee and Co-ordination to the economic and social Council. Annex.

Extension work helps people recognise and solve their individual, family and village problems; use the findings of research to improve family living; work with youth and children; mobilise rural people to meet their needs; promote the cultural growth of village communities; and develop village leadership.

Extension is a two-way process ; On one side, information from educational and research institutions flows to the villages to help them in their daily problems. On the other side, the problems of villagers are brought to the educational and research institutions and Government agencies so that they can assist them in improving their standards of living.

Agricultural Extension : Agricultural Extension is also teaching in which, the pupils themselves are the teachers. They participate with their experiences, ideas, hands and minds. The success of extension work depends on the quality and extent of their co-operation.

The objectives of agricultural extension are : to bring farmers knowledge and help that will enable them farm efficiently and increase their food production and income ; encourage them grow their own food and live well ; to help the farm family get a larger appreciation of the opportunities, duties and privileges of rural life, and to know something about the world in which they live ; to promote the social, cultural, recreational, intellectual and spiritual life of rural people ; and to stimulate them develop their native talents through work, recreation, social life and leadership. For example, they may grow a crop in new way, or feed animals with different combinations of foods, make garments, prepare a balanced meal or take part in a meeting, visit and study other homes and farms, collect information and try to interpret and apply it, and participate in co-operative marketing and other organisations. All the members of the rural family assist in agricultural extension work. They not

only share the work, but do it in a better way. Education results in doing things through the application of the best in latest knowledge and techniques.

Agricultural Extension is based on agricultural research and training. Results of research in agricultural colleges, experiment stations, and research centres are translated into forms applicable by rural people towards the improvement of the farm, the home, the community, the rural institutions - in short - the rural life. Extension not only carries information from Government to rural people, but collects local information on agricultural problems and analyses local conditions as a basis for its programme.

Home Science Extension : The basic foundation stones for the all round development of people, which is the aim of extension work are the farm, the home and the people in them. Since farming is managed by the family, the relationship between farm management and the home is inseparable in agricultural areas throughout the world. Home Economics Extension is, therefore, a facet of the total job of improving rural living. Improved rural living is essential for national progress.

The rural population makes the largest unit in the world. It is the biggest national resource. Therefore, many countries have evolved educational programmes to help the rural people, towards greater food production, better nutrition and improved health and living.

Agriculture is the basic career of our nation. The progress of national plans and schemes, growth of cities, standards of living, education and health depend on the production of the land. Food production is intimately connected with the understanding and efficiency of rural people. If they know how to utilise their resources of land, animals, mineral, water, sunlight and human energies to the best advantages, production will be the highest. As rural people learn how to utilise

these resources more efficiently through sound management, they will have some more purchasing power and leisure time from labour and drudgery. Well spent leisure will further extend their capacities to increase production and make their full contribution to social, economic and political responsibilities. With greater purchasing powers, they will also become better buyers, and active participants in the building of the nation.

All this progress is very closely associated with the activities in the homes. Food supply, health, sanitation, housing, management of income, and child care are the immediate concerns of the family. They have a direct bearing on the patterns of home living, resources and potential abilities to provide better living. Problems, such as poor nutrition, poor health, lack of sanitation, and inadequate housing which result from poor homes, impede progress in national development.

The role of Home Science extension in helping to solve these problems is an essential part of community development: Like in other countries of the world, in India the rural home maker is also a farmer. She does almost every type of farm work that man does. She exercises great influence on farm policies and practices. Gardening, poultry raising and care of the cattle, are much more the women's job than men's. Therefore, Home Science education in schools and colleges must be related to the problems and economy of rural people.

Frequently Home Science is thought to be only the elementary skills of cooking, sewing and sanitation. The concept of Home Science is broader. It is concerned not only with the practical aspects of home making, but also with their relation to the home and family, and with the relation of the home and family to community development.

Home Science (or Home Economics) covers all the activities which wives and mothers carry out in their daily lives for maintaining the health, happiness and welfare of

their families. Rural mothers and wives in India have always maintained their homes to the best of their knowledge and abilities, making the Indian home a stable factor in society throughout the centuries. With the scientific information and practical applications carried to the homes of India through Home Science Extension programmes, the wives and home makers can make more effective contributions towards building a stronger India, by providing more amenities for the well being of the family, especially to the children, who are the future citizens of the country.

The problems and opportunities of agricultural extension work and Home Science are interwoven and inseparable. Therefore, the farm and home, as one unit should be the approach in community development. Each with its special field of knowledge, makes its contribution to the family programme. Almost all the measures suggested to villagers for improving their communities require the full acceptance of *both husband and wife* for adoption. If both husband and wife are in favour of the reforms, the work will succeed.

Home Economics Extension Worker - The Gramsevika : The Five Year Plans of the Government of India aim at intensive rural development for raising the standards of living, health and happiness of rural people. While Agricultural Extension helps in increasing agricultural production, agricultural improvement alone cannot suffice, since any improvement in the standard of living has to start from the *home*. The home is the most important single factor in influencing the attitudes of families and communities. Hence the need for Home Science extension work has been recognised. Twenty-seven Home Science extension wings, distributed all over India, have been established for the training of Home Science extension workers - Gram Sevikas. In these 27 Home Science Wings, selected women from rural areas undergo a one year training programme.

Since Home Science is education for home-living, the Extension training programme in Home Science naturally takes into consideration all the aspects of living - food, clothing, shelter, health, education, management of time, income, family recreation and human relationships. The Gramsevika, after undergoing all the experiences provided in the training programme, becomes an example and source of leadership for the rural home makers as she lives and works in the villages. She inspires village women to strive to attain happier and healthier home life. She helps village women to find out their needs and problems and helps them in solving them. She wins the confidence of the villagers and becomes the source of information in matters connected with home making.

How Does The Gramsevika Work : The Gramsevika works as a member of the family or team of workers in the Community Development Block under the guidance of the Block Development Officer. She is directly supervised by the Lady Social Education Organiser in the Block. At present, only the Intensive or Community Development Blocks are provided with two Gramsevikas each. Each Block consists of nearly 100 villages with 66,000 population approximately. It is not possible for two Gramsevikas to cover this vast area at one time. Therefore, they confine their activities to a smaller group of villages - 5 to 10, within walkable distance from their house.

Starting where the people are, moving slowly, taking one step at a time; introducing and inducing changes in the manner of living of the people; teaching by doing; doing along-with showing and telling through demonstrations on the farm and home, and finding and developing local leaders, are some of the extension principles which Gramsevikas practise. They plan and fit programmes according to local situations and environments.

The Gramsevikas in the field show rural women simple and economical ways of feeding and clothing their families. They assist village women in making their homes more

comfortable and attractive. They constantly try to find out ways of interesting farm women in home improvement and make them place their confidence in the Gramsevikas. They study the living conditions and needs of rural women and adopt their programmes to suit them. Some of the most pressing needs are physical and mental health, assistance during maternity, better food and avoidance of waste.

Although only 700 Gramsevikas are now in the field, and a large number of villages remain untouched, the Gramsevikas have helped to stimulate rural women's interest in improvement in child-care, better health practices, sanitation, storage facilities, clothing construction and kitchen arrangement. They have shown that when knowledge is directed to meet the immediate needs and interests, and is readily available, a large number of women are ready to learn and benefit from the new techniques.

How does the Gramsevika bring about interest among rural people? Her first contact is through home visits. She spends a good deal of her time with the rural families. She helps the woman to get acquainted with her programme. The women ask her questions about food, clothing, money, family planning, care of the sick, etc. She visits them in their homes frequently and after making those contacts successful she gets small groups of home makers together as Mahila Mandals, Madhar Sanghams and Clubs and demonstrates to them how to sew, how to prepare certain food items and such useful activities. The home makers then practise those skills in their homes with their relatives and friends and discuss the problems arising out of the new ventures.

Given below are some samples of work undertaken by the Gramsevikas :—

Home Improvement :

- (i) Simple inexpensive storage provisions.
- (ii) Constructing simple furniture from waste materials.
- (iii) Making darris, (carpets) quilts, etc.

- (iv) Arranging the rooms neatly.
- (v) Building smokeless chulahs.
- (vi) Building windows.
- (vii) Saving money by careful planning and not buying unnecessary things.

Feeding the Family :

- (i) Preparing simple nutritious meals.
- (ii) Using a variety of foods.
- (iii) Lessening waste of food and nutrients.
- (iv) Preparing foods for babies and children.
- (v) Kitchen gardening.
- (vi) Preserving seasonal foods.

Clothing the Family :

- (i) Learning to sew.
- (ii) Making garments.
- (iii) Mending clothes.
- (iv) Renovating old clothing.
- (v) Storing clothing carefully.
- (vi) Washing clothes.
- (vii) Selecting and purchasing clothes carefully.

Health :

- (i) Establishing habits of personal cleanliness.
- (ii) Insect control.
- (iii) Practising hygienic habits in food.
- (iv) Household medicine box.
- (v) Sanitation of the home and surroundings.

Child Care :

- (i) Pre-natal care.
- (ii) Understanding development of children
- (iii) Making simple toys for children.
- (iv) Planning for children's education.
- (v) Visit to child care clinics
- (vi) Sending children to shools and balwadis.

Community Life :

- (i) Contributing talent and skill to improving the community.
- (ii) Helping families to become part of community life.
- (iii) Developing leadership.
- (iv) Cultural programmes.
- (v) Participation in Community melas.

Through demonstrations, discussions in community groups and home visits, the Gramsevika helps rural women with their problems. She uses many devices - drama, community singing, posters, wall newspaper, flash cards, flannelgraphs, movies etc. She obtains information from the Home Science wings where she was trained to supplement her knowledge. Through development and training local leaders, she strengthens the programme. She works with youth and trains them to be useful members of the family. She derives help from the Block staff for implementing her programme in introducing better seeds and manure, compost pits, improved latrines, co-operative societies, study tours, etc.

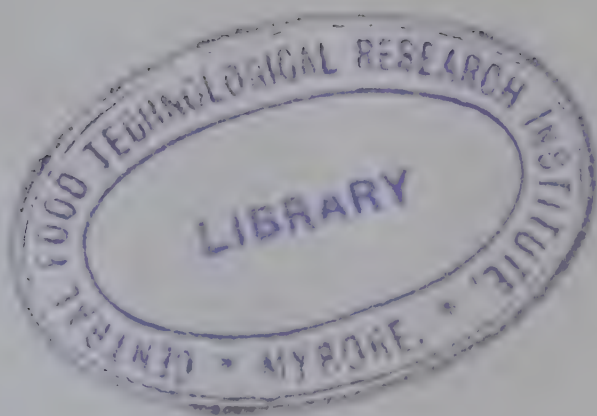
Problems Encountered by the Gramsevika : Since organised programmes of work for rural women are new and people are yet to appreciate their significance, the problems Gramsevikas meet in the field are numerous. The first and foremost of the problems is the absence of understanding of the Gramsevika's role in rural development. It is necessary that the public and colleagues understand the scope of training given to the Gramsevika and the type of work expected from her. Lack of physical facilities for the Gramsevika is another problem. Finding accommodation has been a great difficulty and even when some place has been secured in the village it has not been possible for her to effect desirable changes in her own house, and set up a model house in the village, which is one of her objectives. She cannot realise this objective when she is not able to instal atleast a smokeless chulah or construct a latrine in her own house.

The Gramsevika needs sympathy and understanding from the rural people. She should be accepted as one among the villagers and not treated as a strange phenomenon coming to the village. Living alone in the village is another problem. Unmerited scandals and ruthless talks have harrassed some Gramsevikas in certain places. There is a general feeling that unmarried women are not suitable for Gramsevika's work. It is indeed desirable to recruit only married women for the work, but in reality it is not possible to do so. Married women cannot do two full time jobs - home making and Gramsevika's work. Therefore, most of the present Gramsevikas are unmarried girls. They have shown, that regardless of the marital status, if a Gramsevika can approach the rural problems understandingly and help women to find out solutions which are within their reach, and suggest realistic ways to increase their income, and appreciate village home life, she is bound to succeed in her work. Lack of knowledge of the real needs of rural women is yet another problem.

There are many ways in which the members of a community can assist the Home Science extension programme in the different states. Here are some suggestions :

- (1) Interesting farm communities in developing effective extension programmes for home improvement.
- (2) Helping in recruitment of suitable girls for village level work.
- (3) Observing the training programme given in the Home Science wings, and making suggestions to improve them.
- (4) Giving constructive suggestions instead of vague criticisms regarding the programme for Gramsevikas.
- (5) Assisting the Gramsevikas in the villages to find accommodation and acceptance.
- (6) Bringing to the attention of Home Science extension workers useful and valuable home practices already existing in the villages, and the real needs of village homes.

- (7) Assisting in the production of literature for village homes.
- (8) Stimulating organisation of women's and youth clubs.
- (9) Encouraging women to come forward and work in the field.
- (10) Developing leadership among rural families.
- (11) Assisting in bringing about co-ordination between the different agencies working for rural women's welfare in the locality - Kasturba Trust, Social Welfare Board, Bharat Sewak Samaj, Community Development, All India Women's Conference etc.



HOME SCIENCE SERVES THE COMMUNITY

Home Science is now well established not only as an important area in education but also as a vital force in Community Development. The life of real India lies in its 500 lakhs of villages with 80 per cent of the population engaged mainly on agriculture. The need for trained Home Science extension workers for carrying the findings of Home Science into the homes of the vast majority of rural women has been keenly felt and is now being partially met by trained Gramsevikas from the Home Science wings attached to Agricultural Extension Training Centres. Starting of the Home Science Extension Programme by the Government of India is a great achievement and impetus for Home Science to serve the home and community.

All over Asia, there is a new sign of life from the beginning of this century. Democratic Governments are attempting to raise the standards of living of their peoples. Millions of people in Asian countries, with scarcely one meal a day, insufficient clothing and little or no shelter, demand a better deal in their lives. Fulfilling their needs is one of the main problems of the Governments. Various measures for economic development such as agricultural production, industrialisation, irrigation projects, transportation facilities, better communications are being planned and executed in all the countries. Education for applying the best techniques in agricultural and industrial fields is being imparted. All these have no doubt resulted in the production of greater wealth per capita.

However, increased production does not necessarily mean better living. In our country, increased agricultural production, more facilities for education in the rural areas, opening of a number of hospitals and health centres in the villages and better communications by constructing a net-work

of roads, have been achieved. But, these have not resulted in a corresponding improvement in the standards of home living. The reasons are not far to seek. Any attempt at improving the homes and the community can and will succeed only when the women are given a place in it and their homes are approached. The women must be convinced about the effectiveness of the programmes and be willing to co-operate with them for permanent results.

Every country has its own system of education for the young. Psychologists have agreed that the child's greatest school is the Home. Early childhood impressions mould his or her personality, and the Home is the most potential factor in shaping the lives of the future citizens of the nation. The Chinese proverb : "When you educate a man, you educate an individual ; when you educate a woman, you educate a family," is very true.

While education of women is important, the content of that education is of even greater significance. Since education develops personality, it should cater to the particular abilities, interests and vocation of women as home-makers and mothers. Looking after the children, managing the home, feeding the family, taking care of clothes, maintaining social and human relationships and in agricultural communities, farming, dairy, poultry, etc. are all important aspects of women's life. We should try to evolve a type of education based on knowledge of modern science, for obtaining the best satisfaction in the art of living.

Home Science is the application of many sciences and art subjects towards achieving better, healthier and happier living. Abundant home living is the goal of Home Science. Making happy homes in itself is a great contribution to the community. Home Science renders valuable service to the nation by enabling its women to establish sound homes. But home does not mean only the four walls of the house. It

extends into the community of people and nations. Inspiring in the home makers a desire to serve the nation and to promote International goodwill and understanding is another contribution Home Science can make.

In an agricultural country like ours, where women undertake equal share of work with men on the farm, agriculture is a very important vocation for women. The Planning Commission has suggested that agricultural production should go up by forty per cent in the Five Year Plan. This target can be achieved only if women co-operate in the national endeavour. It has been estimated that ten per cent of our agricultural products are lost due to damage caused by rats, rodents and insects. Further wastage occurs in the methods of preparation, serving and utilization of food. Provision of rat-proof and moisture proof storage facilities in a vast country like ours is a colossal problem. But, if the women can be taught simple scientific techniques for the preservation of food, for conserving seasonal foods, rat-proof methods, etc. great saving of food will result which, is a big contribution to the community.

Clothing is an important item of expenditure in the home. A considerable portion of the family budget is spent on clothing - purchase of fabrics, construction of garments, laundry, etc. Due to improper selection, care and storage, fabrics do not last as long as they should. Colours fade, articles become thread-bare; artificial silk is purchased as real silk and fabrics shrink. Heavy articles like carpets harbour dust. Home Science can make a vital contribution through imparting the essential knowledge about clothing. Many times, money which should be spent on education, health and recreation, is spent on unnecessary items of clothing and jewellery. Various social customs such as dowry, costly weddings and other ceremonies cause expenditure of large sums of money. A significant amount of national wealth will be saved if our women know how to select and use clothing.

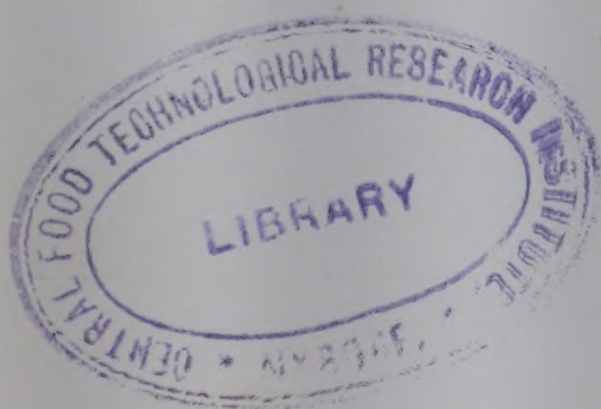
Health is one of the fundamental rights of man. However, due to poverty and ignorance, many lives are made unhappy through avoidable sickness. Home Science, by spreading the knowledge and techniques of better (personal and environmental) hygiene sanitation, nutrition, mother craft, infant care and health habits will certainly contribute towards making the nation strong.

Appreciation of music art and beauty in the home, lifts the soul above the humdrum of everyday life. Through expressions of art, better social relationships can be developed. No individual ever lives alone. He or she has to be with people and specially in our society, where the joint family system is still in operation. Even in an individualistic society, as in the West, there is a good deal of emphasis on human relationships. Home Science can help towards achieving sound family, social, and human relationships.

The contribution of Home Science in the intangible human values cannot be measured by any external yardstick. Its influence is inestimable in developing citizenship, and qualities essential for democratic living.

Home Science serves the community in a material sense also. In an expanding society, economic needs have necessitated women to take up careers for earning a living. Home Science throws open a number of fields for women to work. While women educated in other subjects are unemployed after completion of their training, the demand for Home Science personnel as extension workers, teachers, and nutritionists, is very great.

Home Science in India is very young ; but it has already demonstrated its role in education for democracy. It is hoped that in preparing women to serve their homes and community, Home Science will help them to fulfil their destinies.

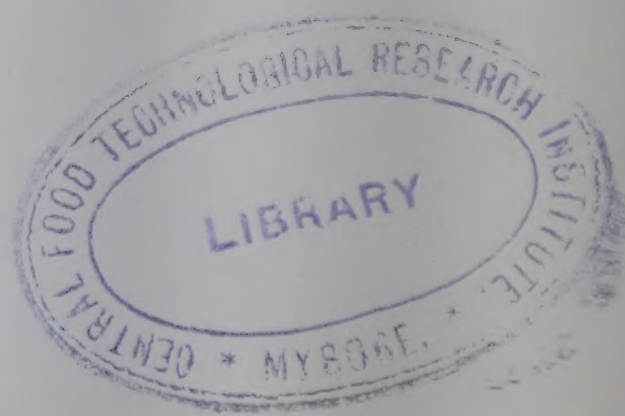


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